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schedule of activities	fine motor skills	auditory discrimination		
		visual discrimination		

17. ABSTRACT (MAX. 250 WORDS)

A letter to parents invites them to register children at least three and a half years old for the second year of this experimental pre-kindergarten program.

The forms which must be filled out by teachers are given. A daily schedule shows the five periods of the school day: a) arrival and greeting; b) activity period with free choice; c) small group lessons; d) music, rhythms, and story; e) outdoor play and indoor games. A daily plan sheet leaves spaces to be filled in for activities and notes corresponding to each period. For a planned small group lesson the subject materials, procedure, expected results and comments are to be included.

The norms for various motor skills are described according to four progressive steps of development. A language development form is to show level of development in eleven categories. A checklist of auditory discrimination factors is also included. The level of accomplishment of fine motor skills is to be indicated. These include skill in the use of scissors, paste and crayons, skill with various puzzles and in dressing procedures. Checklists for visual discrimination and gross motor skills are given. A record of each child's observed behavior and the teacher's interpretation are kept on the anecdotal record forms. The words emphasized in small group lessons and the responses of each child are also to be recorded.

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BOSTON PUBLIC SCHOOLS

ACTION FOR BOSTON COMMUNITY DEVELOPMENT

John J. Williams School

June 5, 1964

Dear Parent:

The Demonstration Pre-Kindergarten Program for 40 children jointly sponsored by the Boston Public Schools and Action for Boston Community Development, Inc. will open again in September and will be held throughout the regular school year. There is no charge for attending this class; it is free.

In order to give every child an equal opportunity to attend this class, it is planned to invite every eligible child in the area to apply. To be eligible for this program, the child must be 3½ years old by October 1, 1964, and must not be attending any nursery school. Since the program can take only 40 children, when all the eligible children have applied and when the parent has been interviewed, a random selection will be made.

We understand that you have a child who may be eligible to participate. We hope you will be interested in this program. We invite you to bring your child to the Whittier Pre-Kindergarten classroom to register. It will be helpful if you will bring with you the child's birth certificate and records of vaccination and other immunizations.

The registration dates are:

Monday, June 15, 1964	Any time between 9:00 - 11:00 A.M. 12:00 - 2:00 P.M.
Tuesday, June 16, 1964	9:00 - 11:00 A.M.

AT: The Whittier Street Pre-Kindergarten
1158 Tremont Street
Roxbury, Massachusetts
Telephone: 442-7230

We hope you will come and register your child.

Sincerely yours,

Catherine M. Maney,
Coordinator, School Department
ABCD Programs

ED001108

DATE - WEEK OF:

DAILY SCHEDULE

SESSION:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	COMMENT
Arrival Greeting Inspection						
Activity Period Free Choice						
Small Group Lessons						
CLEAN UP - TOILETING - LUNCH - REST						
Roll Call						
Music Rhythms Story						
Outdoor Play						
Indoor Games Dismissal						

A.B.C.D.

A.B.C.D.-
BOSTON PUBLIC SCHOOLS

A. M. Session

Date: _____

DAILY PLAN SHEET

TIME	ACTIVITY	NOTES
8:45 - 9:00 Arrival Greeting Inspection		
9:00 - 9:45 Activity Period Free Choice		
Small Group Lessons		
9:45 - 10:15 Clean-Up Toileting Lunch & Rest 10:15 - 10:40 Roll Call, Music, Rhythms, Story		
10:40 - 11:00 Outdoor Play or Indoor Games & Dismissal		

A. B. C. D.
Boston Public Schools

P. M. Session

Date: _____

DAILY PLAN SHEET

TIME	ACTIVITY	NOTES
11:45 - 12:00 Arrival Greeting Inspection		
12:00 - 12:45 Activity Period Free Choice		
Small Group Lessons		
12:45 - 1:15 Clean-Up Toileting Lunch & Rest 1:15 - 1:40 Group Activity Music, Rhythms Story (Alternating)		
1:40 - 2:00 Outdoor Play or Indoor Group Games Dismissal		

A. B. C. D.
Boston Public Schools

SMALL GROUP LESSON

Date

Subject

Materials

Procedure

Expected Results

Comments

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NORMS FOR GROSS MOTOR SKILLS

	STEP I	STEP II	STEP III	STEP IV
WALKING	Learning to walk	Walks awkwardly; stumbles often	Walks with adequate ease and control	Walks with ease and control; is graceful
RUNNING	Learning to run	Runs awkwardly; lacks balance and control	Runs with adequate ease and balance	Runs with ease and balance; is graceful and controlled
JUMPING FROM A FLAT SURFACE	Unable to push himself into any sort of jump	Can jump from one (preferred) foot; awkward, lands heavily or without balance	Can jump from one (preferred) foot and land without losing balance	Can jump from either foot and land with good control retaining balance
JUMPING FROM A HEIGHT	Unable or unready to try to jump from a single step	Jumps from a single step; has to make an effort to maintain balance	Jumps from a height equal to two steps, with fair balance	Jumps from a height equal to two or more steps, gracefully, with complete balance
HOPPING	Unable to hop with either foot alone; hops awkwardly using both feet	Can hop on both feet and on one (preferred) foot; awkward, tires quickly	Can hop on one (preferred) foot and on both, with fair ease and balance	Hops easily and with control on both feet together and on either foot alone can continue to hop for a full minute or more

NORMS FOR GROSS MOTOR SKILLS - PAGE II - (Continued)

	STEP I	STEP II	STEP III	STEP IV
SKIPPING	Unable to skip.	Can make one or two skipping motions on preferred foot with beginnings of control.	Can skip on one (preferred) foot with fairly good control and balance.	Can skip on either foot with good control and balance and can maintain this for at least a minute.
MARCHING IN TIME TO MUSIC	Is unable to march in any sort of time to music; seems unaware of the rhythmic beat.	Makes an attempt to march; occasionally keeps time for brief periods.	Can march in time to simple music with a clear beat, for brief periods.	Can march in time to several rhythms and can shift from one to another as the music changes; ease and balance are evident.
DANCING AS AN EXPRESSIVE RESPONSE TO MUSIC	Child is stiff and inhibited; unable or unwilling to attempt to interpret music.	Child is beginning to attempt to reflect the mood and rhythm of the music in his free motions with some part of his body.	Child uses his whole body with some freedom and growing rhythmic response for longer periods of time.	Child demonstrates grace, balance, and freedom - with control, using his whole body, in imaginative response to various moods and rhythms of music.
CLIMBING STAIRS	Child is unwilling or unable to try a single step alone.	Child climbs one foot at a time and is timid, awkward, and lacking in balance.	Child goes up and down with considerable freedom of motion and growing balance and control; still uses the same foot as leader on each step.	Child goes up and down freely, using either foot as leader interchangeably; good balance and control.

NORMS FOR GROSS MOTOR SKILLS - PAGE III- (Continued)

	STEP I	STEP II	STEP III	STEP IV
THROWING A BALL	Child is able to launch a ball, but lacks control of its direction or how far it goes.	Child can often throw a ball 3-6 feet with fair control of direction.	Child can usually throw a ball 4-10 feet with control of direction most of the time.	Child throws the ball well enough so that he can enjoy tossing a ball back and forth with another child of similar skill.
CATCHING A BALL	Child stands rigid, arms outstretched, but makes no real attempt to catch a ball thrown gently.	Child stands with arms out straight; moves his hands toward the ball, but cannot hold it.	Child stands with arms more relaxed; occasionally catches and holds the ball.	Child stands with elbows at sides, arms fairly relaxed; catches and holds the ball fairly often.
RIDING A TRICYCLE	Child simply sits on tricycle; is unable to make it go.	Child is learning to push the pedals with his feet and to steer.	Child rides with growing ease; can stop and go, steer, back up; is not yet in full control.	Child rides with mastery of all motor skills involved, ease, grace, and control.
BALANCING (SHOWN BY WALKING ON THE FLOOR BETWEEN TWO CHALK LINES 3" APART)	Child is unable to walk even a couple of steps without excessive wavering.	Child walks a step or two, then wavers.	Child walks several steps, only occasionally stepping on the lines.	Child walks a 5-6' distance with grace, balance, and control.

NORMS FOR GROSS MOTOR SKILLS - PAGE IV - (Continued)

	STEP I	STEP II	STEP III	STEP IV
CLIMBING (A THREE-STEP STEP-LADDER)	Child is unable or unwilling to make any attempt.	Child climbs a single step, holding on, and steps down again.	Child climbs two steps, holding on, and backs down again.	Child climbs all three steps and backs down again.
BLOCK BUILDING	Child cannot place a third block on two already in place so that the structure remains upright.	Child is able to place 3-6 blocks on top of each other so the structure remains upright.	Child builds stable structures using several sizes and shapes of blocks. His procedure in building is improvisation rather than planning.	Child builds large, stable structures which he plans and carries out according to plan.

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BOSTON PUBLIC SCHOOLS

LANGUAGE DEVELOPMENT

LOCATION _____

TEACHER _____ CHILD _____ DATE _____

SKILL	STEP I	STEP II	STEP III	STEP IV
ARTICULATION: (Describe)				
VOLUBILITY - (A) SPONTANEOUS:				
VOLUBILITY - (B) DIRECTED:				
ABILITY TO USE SENTENCES:				
DRAMATIC IMAGINATION:				
ABILITY TO DESCRIBE:				
ABILITY TO ASK QUESTIONS FOR INFORMATION:				
VERBALIZATION FOR SOCIAL CONTACT:				
EXPERIMENTATION - PLAYING WITH SOUNDS AND/OR WORDS:				
ABILITY TO ADOPT AND USE KEY ADULT WORDS:				
ABILITY TO EXPRESS HIMSELF IN NEW WORDS AND PHRASES				

A.B.C.D
Boston Public Schools

CHECK LIST OF AUDITORY DISCRIMINATION

LOCATION_____

TEACHER_____

CLASS_____

DATE_____

NAME	AGE	CHILD LISTENS AND RESPONDS IN SOME MANNER SHOWING COMPREHENSION	CHILD IDENTIFIES SOUNDS	CHILD IMITATES SOUNDS	CHILD RECOGNIZES RHYMES	CHILD SHOWS RHYTHMIC SENSE IN HIS OWN RESPONSE	CHILD RECOGNIZES DIFFERENCES IN WORDS (SPECIFY)	

A.B.C.D.
Boston Public Schools

ACCOMPLISHMENT OF FINE MOTOR SKILLS

LOCATION _____

TEACHER _____ CHILD _____ DATE _____

SKILL	STEP I	STEP II	STEP III	STEP IV
USE OF LARGE PRIMARY CRAYONS:				
USE OF PASTE:				
USE OF SCISSORS:				
SKILL IN STRINGING BEADS:				
SKILL WITH PEGS AND PEGBOARD				
SKILL WITH WOODEN PUZZLES				
SKILL IN BUTTONING				
SKILL WITH ZIPPER				
SKILL WITH SHOE LACES				
USE OF HANDS IN CATCHING BALL:				
USE OF LARGE PAINT BRUSH:				

CHECK LIST OF VISUAL DISCRIMINATION A.B.C.D. BOSTON PUBLIC SCHOOLS

LOCATION _____

TEACHER _____

CLASS _____

DATE _____

NAME	AGE	CHILD NOTICES GROSS DIFFERENCES AMONG SHAPES:	Child matches two or more similar objects on the basis of: COLOR	SHAPE	SIZE	OTHER	Child Selects the different object from two or more which are alike on the basis of: COLOR	SHAPE	SIZE	OTHER	CHILD CAN SORT AND CLASSIFY SETS OF OBJECTS ON THE BASIS OF SOME SIMILAR DIMENSION (SPECIFY DIMENSION):

CHECK LIST FOR GROSS MOTOR SKILLS

A.B.C.D
Boston Public Schools

LOCATION: _____

TEACHER: _____

CLASS: _____

DATE: _____

NAME	AGE	WALKING	RUNNING	JUMPING (A)	JUMPING (B)	HOPPING	SKIPPING	MARCHING	DANCING	CLIMBING STAIRS	THROWING A BALL	CATCHING A BALL	RIDING A TRICYCLE	BALANCING	CLIMBING A STEP-LADDER	BLOCK BUILDING	REMARKS:

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Boston Public Schools

ANECDOTAL RECORD FORMS

Pre-Kindergarten Group_____ Teacher_____

Child_____

DATE:	OBSERVED BEHAVIOR:	INTERPRETATION

A.B.C.D.
Boston Public Schools

SMALL GROUP LESSONS

Teacher _____

Date _____

WORDS EMPHASIZED	CHILD	CHILD	CHILD	CHILD	CHILD
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					